

Bull Ring

Team Building Event



Creating Transformational Experiences

www.BuildingTeams.com

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Be Legendary

Introduction to Be Legendary and www.BuildingTeams.com

Be Legendary was founded to help organizations build successful teams through individual discovery and experience.

A **real** team requires many attributes to be successfully implemented:

- Common Goals
- Leading and Leadership
- Communication
- Trust
- Accountability
- Problem Solving
- Decision Making

As a company, we focus on every aspect of a real team. We have developed team building products and workshops to help your team successfully implement the attributes we have listed above.

We created these products to be as easy as possible to facilitate, yet powerful enough for you to achieve your desired outcomes.

You could have purchased, or may even own, any number of books on team building activities with hundreds of exercises. But, if you are like most of our customers, after looking through the book, you are left more confused than ever, wringing your hands and wondering,

*'Which one of these activities is **actually** going to work!?'*

This is where we come in and we are here to help you every step of the way.

You did not simply purchase this activity; you purchased our professional expertise. You can call and speak with any one of our facilitators about your specific needs, group, and environment. We are here to help make sure this event will work for you and to provide suggestions for tailoring it to fit your team's needs.

There may be times when all you need is to talk to someone and be reassured that the activity **will work**. We are more than happy to do this as many times as necessary until you feel completely confident with your choice and with facilitating the exercise.

This is the same approach we take with our own workshops, so you may want to consider giving us a call for your next training event, retreat, meeting or conference to find out how we can help you.

Make it a great day!

Be Legendary Facilitative Staff

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Complete Instructions to Run a Successful Event



The challenge of this event is to carry a small ball using a metal ring and rope, 'Bull Ring,' through a series of obstacles and place the ball into a goal.

Bull Ring utilizes physical movement and cooperation. It also takes coordination to keep the ball on the ring. This is a great early activity for new groups.

Purpose



Total time needed is approximately 30 to 45 minutes and should not exceed 60 minutes. The duration depends largely upon how quickly your group accomplishes the task and how much discussion is generated.

Length of Exercise and Short Agenda

- 5 Min. Introduce activity & cover ground rules (if any)
- 15 Min. Activity
- 20 Min. Group discussion
- 5 Min. Wrap up and set expectations – Miracle 10%

The discussion is the most important piece of this agenda as that is where the knowledge learned in the activity is transferred back to life, work, etc.



Safety Tips

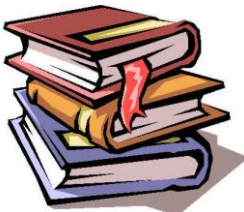
- Do not allow participants to wrap the rope around their fingers, wrists, etc. Sudden rope movement may cause rope rash.
- Be sure to tell the group of any obstructions that may cause them to trip or stumble.

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Equipment You Will Need

- Metal and Plastic Ring
 - Several Balls
 - Six 20' lengths of Thin Rope
 - Two Mouse Pads with PVC insert
 - 12 Blindfolds
-



Storyline

Your company's newest manufacturing plant has experienced a severe problem and your team of specialists has been called in to fix the problem.

Upon arrival you see that some of the chemicals used in the manufacturing process have somehow interacted and created some solid masses. You must transport these solid pieces to the containment center without dropping them in the plant.

Also, some protective eyewear may be necessary, as the chemicals have been known to cause damage to the eyes.

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Setup

1. Place the first mouse pad where you want the group to start. Make sure it is in an open and easily accessible area.
 2. Place the second pad in the goal destination noting the obstacles that are in the way.
 3. You can create obstacles as well – If inside use tables, chairs, another room, down a flight of stairs, etc. If outside use gentle slopes, trees, gullies, etc. Just make sure you make the activity as difficult as you want BEFORE you start. You might want to err on the side of caution as you can always make it more difficult with the blindfolds.
 4. Attach each rope to the selected ring so that there are 12 lines leading outward (knot the middle of the rope around the ring). Adjust if you have less than 12 participants.
 5. Place the ring on the start pad and place a ball in the ring - the bigger and heavier the ball, the more difficult. If the group masters this activity quickly, you may want to have them try a more difficult ball or move the goal to a more difficult location or both.
 6. Read the Storyline to the participants, if it fits. They must try to carry the ball using the Bull Ring to the goal destination without dropping it.
 7. Be prepared to let the participants struggle. Resist helping them with your own suggestions.
 8. Think about whether you want to use the blindfolds with the group before the activity. This requires a great deal more trust and some groups may not be ready. In addition, if you are using the blindfolds, think about the obstacles in the way and make sure everyone is safe.
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Variations

- ✓ Set up only the start and finish and leave the rope and selected ball near the start. Make the group figure out how to put the ring together before they begin. Surprisingly, this creates some interesting discussion about how to put the props together to best transport the ball. If the group decides to tie the end of the ropes on the ring, there will only be six people holding the ropes. You might want to suddenly impose the rule below for larger groups.
- ✓ For larger groups – any person touching the rope must be blindfolded. This creates a coaching situation as well as complicates the overall communication and makes the activity that much more DIFFICULT and that much more FUN!
- ✓ Use these same props, but on a large table. Instead of transporting a single object, put several objects on the table and have them retrieve 'X' number of objects in a specified amount of time. Of course, you can simply give them 'X' number of objects and see how long it takes them to retrieve all of them. Ideas for items to use include crumpled paper, a pencil, a roll of tape, a book, etc.
- ✓ Create a small 'Golf Course' and have several 'Holes' that the group must navigate and accomplish in a certain amount of time. It is best if you let the group tell you how much time it will take them to complete the course and then see how they compare with their goal. With this variation, you can use the various balls on the different holes to change the level of difficulty.
- ✓ Create a writing tool using a rubber band and a large marker. Place the rubber band tightly around the marker. Run the strings through the rubber band and loop back. Have participants hold the strings and maneuver the marker instead of the ring. Make sure the rubber band remains tight enough to move the marker.

Get a large sheet of butcher paper and have the group write the name of the department or organization. This is a VERY interesting variation

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that will challenge a group who may have mastered the original version. You can also give the group several markers and a paper with a large shape divided into specific areas. Have them color the marked areas with different colors.



Dynamics to Watch For:



Questions for Group Discussion

- Teams trying the same bad idea over and over.
 - Good ideas that are shot down before they are given a chance. How does the person respond to being shot down? Does anyone in the group speak up?
-

1. Did the group have a single leader or was everyone part of the decision-making?
 2. What techniques did you use to overcome the obstacles?
 3. What would you do if the ball were replaced with a bowling ball?
 4. What workplace situations exist to force your group to act as a team?
 5. How can you apply what you learned through this exercise in everyday life?
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Tips and Tricks from Our Professional Facilitators

- We find it is more fun if you run the participants through the activity a few times with increasing difficulty. Also, use the variations at random to keep changing the difficulty level.
 - If you have fewer than 12 participants, allow some to hold more than one rope.
 - The participants may need to shorten pieces of the rope to get through or around certain obstacles.
 - The lighter and larger balls are more difficult to transport as they fall off easily.
 - Try using an ice cube on a hot day outside. This creates an imposed time limit as well as some stressful fun!
 - Instead of putting the ball on the mouse pad, have the group put it into a bucket or into the small rope ring (provided) without bouncing out.
 - Blindfold all or some of the group. This changes the dynamic considerably and makes it very interesting.
 - Silence the first person to speak. Often times this is the group's leader.
 - Choose a leader at random before the event starts. This can lead to an interesting decision process.
 - Have two people from the team observe the group and take notes on what they see.
 - Transport the object around trees, tables, chairs, etc...
 - The most difficult spot for the goal is in a corner.
-

Facilitative Tools

The key to a good facilitation is to let **the group** discover and learn what is appropriate for them. As the facilitator, do not try to manipulate the questioning to get the group to observe what **you** feel is important.

Below are some tools to help you with your questioning of the group. These tips will allow the group to discover their own learning without you manipulating the conversation.

Maintenance Tools

Throw-Back:

Team Member: "How can we possibly get through this obstacle?"

Facilitator: *"If it were possible, what would need to happen?"*

Share Observations:

Facilitator: *"It is very quiet. What does the silence mean?"*

Facilitator: *"It seems that not everyone is actively participating. Is there a reason for this?"*

Review Group Agreements:

It is very important to review base rules when the group becomes disinterested, when rule violations are occurring without thought, and when the group is attacking each other personally.

Facilitator: *"Remember the ground rules we discussed as we began to talk about this event." (If there are any)*

Check-In:

If a group is really struggling or people are becoming very frustrated, interrupt the activity and ask:

Facilitator: *"So what are you doing right now that is working?"*

Facilitator: *"What is not working?" "Why?"*

Accept/Legitimize/Deal With or Defer:

Create a safe environment for participation by:

Accepting an idea: Respond neutrally to a participant whose ideas are "out of synch" with others in the group

Legitimizing an idea: Discover the relevance of all contributions

Dealing with an idea: Agree together about how to move forward

Defer an idea by saying:

Facilitator: *"You're not convinced we're not getting anywhere? That's OK, you may be right. Would you be willing to hang on for 15 more minutes and see what happens? Yes? Thanks."*

"The issue you just raised sounds like it is important to you. Can we finish debriefing this event before we move on to discuss your issue?"

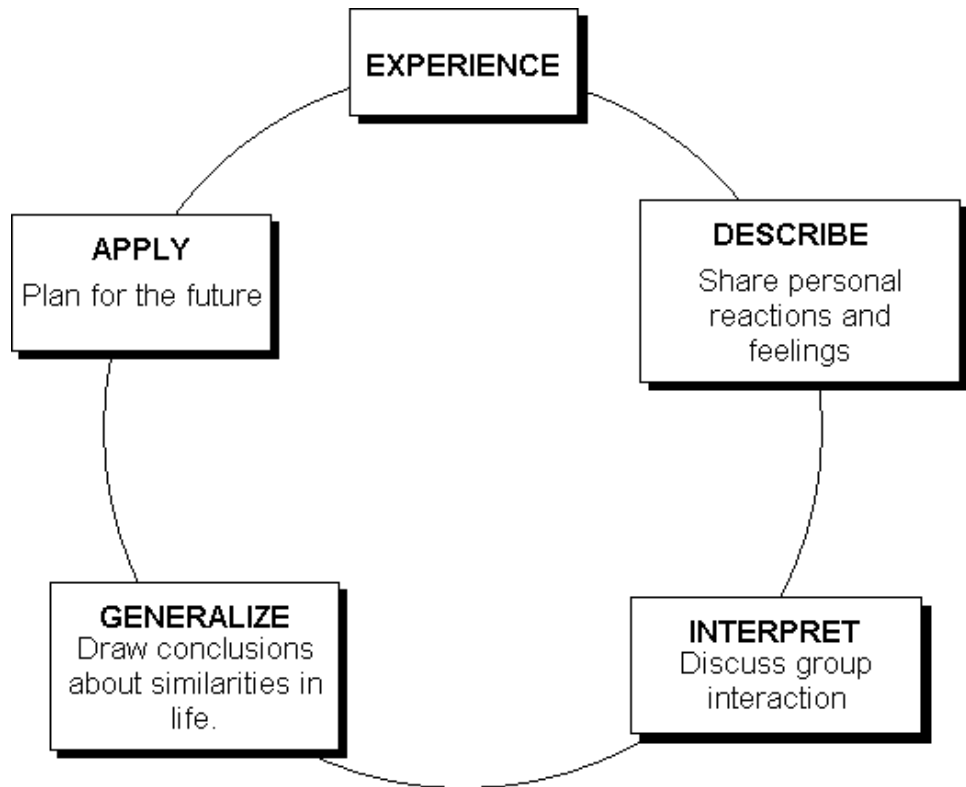
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Clarity Tools

	When You Hear:	Respond With:
Universals	All Every Never	"All?" "Every?" "Never?"
Rules	Should Shouldn't Must Can't	"What would happen if...?": "What causes or prevents...?" "Must?" "Can't?"
Non-Specific Verbs		"How specifically?"
Non-Specific Nouns	We It	"Who specifically?" "What specifically?"
Quantifiers	Too Much Too Many Too Expensive	"Compared to what?"
Statements	I Don't Know That Is Impossible	"Well, if you did know, ..." "If it were possible, what would need to happen?"

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Learning Cycle Stages



1975 Annual Handbook for Group Facilitators, University Associates

Stage 1: Experience

The experience forms the basis for the rest of the cycle. The facilitator presents an activity or game, which is specifically structured to provide an experience from which to draw relevant learning.

Stage 2: Describe

In this stage, the facilitator asks the participants about their feelings and reactions to the experience. The focus in this stage is on the individuals' feelings and experiences. Ask questions such as:

"How did you feel?"

"What did you do?"

"What happened to you?"

Stage 3: Interpret

In this stage, participants discuss what went on between group members during the exercise. Good questions to ask to help process individual reactions into collective ideas include:

"Why do you feel the way you do? "

"What caused that particular result or feeling? "

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Stage 4: Generalize

In this stage, the group generalizes their experience from this exercise and explores how the lessons might be reflected in other areas of their lives. Participants are asked to focus on situations in their personal or professional lives that are similar to those in the activity. The task is to identify similarities and state principles that can be applied to other situations. Some questions to ask include:

"What did you learn from the experience?"

"What other similar situations have you experienced?"

"How does this relate to your work life?"

Stage 5: Apply

Finally, participants are encouraged to decide on a course of action for the future. As a facilitator, ask questions such as:

"What do you want to remember from this experience?"

"What would you do differently in a similar situation?"

The Miracle 10% - One Idea for Closure

The Miracle 10%

This is quite possibly the easiest method you have in your arsenal for assuring participant buy-in regarding the process of change.

In front of the group simply ask:

"Who feels they can improve <insert topic, i.e. communication> by 10%?"

99.9% of the time, everyone will raise their hand. (This is not to say that these people are not already trying as hard as they can. They probably are, but that does not mean there is no room for improvement. Sometimes you need to make the distinction.)

"Does everyone agree that improving 10% is a reasonable goal?"

Everyone will agree. After all you are not asking for a HUGE change, just a small one. Talk about how each person's small contribution adds up to an overall large change.

"There are 15 of you here. So if each person improved 10% that would amount to a 150% improvement. What would work be like with that kind of improvement? How much better would our communication be? (Open up for discussion and create a specific list)

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“So it sounds like everyone agrees that with just a small individual effort to improve, we would all be much happier.”

“Each person then will be responsible for their own improvement. You will each need to hold yourself accountable.”

Set the right expectation.

“We all agree 10% improvement is a reasonable goal but I want you to think for just a moment what that REALLY means.”

“After we leave today, we will be expecting to see a difference in <insert topic>. But a 10% improvement means that 9 times out of 10, you will see me (use yourself as an example) doing the same old stuff I always did.”

“And the one time I actually do the right thing, you may not be around. So you may see me do the same old stuff 15 or 20 times before you actually see me improving. It is important to have trust in me and the fact that I have agreed to work on improving and that I am consciously doing so.”

“Each person here must have that same expectation and when you do catch someone doing something right, make every effort to point it out to the person who did it and to everyone else. It is hard to become tired of praise, regardless of how well you handle it.”

At the end of the workshop, you can have everyone spend 15 minutes writing out how they will improve by 10%. Simply writing “improve communication” or some other generic description is not good enough – participants must describe a specific action they will take that will result in a 10% improvement.

For example, *“When talking with others I will focus on, and listen to, what the person is saying and not on how I will respond.”*

Help participants drill down their goal behavior until they have something specific that they can act upon every single day.